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ABSTRACT

In 1991, Florida passed legislation requiring a master's degree as the professional standard for certification to provide speech and language services in Florida's public schools. The purpose of this rule was to establish certification consistent with American Speech-Language-Hearing Association standards. However, since that time, the insufficient number of master's-level professionals available to provide services to students with speech and language disabilities in the public schools has been a growing concern. Of particular concern is the shortage of these professionals in Florida's sparsely populated districts. This report contains recommendations from a task force appointed by the Commissioner of Education to address the speech-language service needs of these districts. The task force recommends the adoption of two State Board of Education rules to allow bachelor's-level speech and language personnel to provide services to school districts that qualify for the sparsity supplement under the Florida Education Finance Program, with a limited scope of practice under the direction of a master's-level speech and language pathologist. Appendices include a list of districts eligible for the sparsity supplement for 2000-2001, appointment correspondence and task force membership list, current Florida State Board of Education Rules and Statues, and task force meeting agendas, minutes, and meeting handouts. (CR)

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Report of the Commissioner's Task Force on

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2001

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Report of the Commissioner's Task Force on

Speech and Language Services

2001

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Introduction

In 1991, Rule 6A-4.0176, FAC, *Specialization Requirements for Certification in the Area of Speech and Language Impaired (Grades K-12) – Academic Class*, was established, requiring a master's degree as the professional standard for certification to provide speech and language services in Florida's public schools. The purpose of this rule was to establish certification consistent with standards of the American Speech-Language-Hearing Association (ASHA). However, since that time, the insufficient number of master's-level professionals available to provide services to students with speech and language disabilities in the public schools has been a growing concern. Groups of professionals have worked with the local school districts and the Florida Department of Education (DOE) to develop strategies to assure an adequate number of professionals to provide speech and language services in public schools. Although progress has been made, shortages of these professionals—especially in Florida's sparsely populated districts—continue to present a significant challenge.

To address this problem, the 2000 Florida Legislature enacted legislation requiring the Commissioner of Education to appoint a task force to recommend rules to the State Board of Education addressing the speech-language service needs of these districts. Section 231.167, Florida Statutes, was created to read:

> Based on recommendations of a task force appointed by the Commissioner of Education, the State Board of Education shall adopt rules for speech-language services to school districts that qualify for the sparsity supplement as described in s. 236.081(6), F.S. These services may be provided by baccalaureate degree level persons for a period of 3 years. The rules shall authorize the delivery of speech and language services by baccalaureate degree level persons under the direction of a certified speech-language pathologist with a master's degree or higher. By October 1, 2003, these rules shall be reviewed by the State Board of Education.

The sparsity supplement referred to above is part of the Florida Education Finance Program (FEFP). The sparsity supplement is designed to mitigate the higher per student costs of providing services in sparsely populated districts. The formula used to determine which districts qualify for the sparsity supplement divides the student population, as measured in full time equivalent (FTE), by the number of permanent senior high schools in the district. This allocation is subject to an adjustment for the relative wealth of the district. The number of districts that qualify for the sparsity supplement may vary from year to year. A list of districts eligible for the sparsity supplement for the 2000-2001 school year is provided in Appendix A.

Commissioner's Charge

Based on the authority of the statute, a Task Force was established to study long-standing questions about the lack of speech and language professionals to provide services to students with disabilities, especially in rural areas. The Task Force members were nominated by the Florida Board of Regents, Florida Association of Speech and Language Pathologists and Audiologists (FLASHA), Florida Association of District School Superintendents, Florida Department of Education (DOE), Florida School Boards Association, Small School District Council Consortium, Florida Department of Health (DOH), Senator Richard Mitchell, Senator John McKay, and Representative Joseph Spratt. A list of Task Force members and appointment correspondence is included in Appendix B.

The Commissioner's Task Force on Speech and Language Services was charged with developing recommendations for State Board of Education rules as soon as possible. Additionally, the Task Force was to provide recommendations regarding university program access, recruitment and retention, supply and demand, and other issues related to speech and language professionals no later than February 1, 2001. The purpose of this report is to transmit the Task Force's recommendations to the Commissioner.

History

Programs for students with physical disabilities, including speech impairments, were among the first of the Florida Exceptional Child programs. Special state funding began in 1941 for programs for students who were identified as physically disabled, and in 1945 for students who were identified as educable mentally handicapped. By 1965, of the 1400 exceptional student education teachers employed in Florida, 170 were serving students with speech impairments in 43 of the 67 school districts. In 1968, the Florida Legislature mandated that programs serve all exceptional students by the 1973-1974 school year.

Beginning in the late 1980s, speech/language pathologists' (SLPs) public school caseloads became more complex. A nationwide trend developed to require additional training for those SLPs employed in the school districts. Consulting with FLASHA, the Department of Education established Rule 6A-4.0176, FAC, *Specialization Requirements for Certification in the Area of Speech-Language Impaired (Grades K-12) – Academic Class* in 1991, requiring a master's degree as the professional standard for certification to provide speech and language services in Florida's public schools. Speech and language pathologists with bachelor's degrees holding a Florida teaching certificate in speech corrections at that time were grandfathered into the new certification requirement for a master's degree. To allow time for adjustment to the new master's level requirement, s. 231.17(2)(d), F.S., was amended to allow one nonrenewable, two-year temporary certificate and one nonrenewable, five-year certificate for individuals with a bachelor's degree to complete a master's degree program. This provision is commonly referred to as the 2-year/5-year provision. (See Appendix C.)

Over the past ten years, there have been varying degrees of shortages of SLPs available to work in the public schools in Florida. Typically, SLPs have been enticed into the private sector by smaller caseloads and higher salaries. Small and rural districts have had the greatest difficulty recruiting and retaining SLPs. However, in recent years, shortages have begun to impact larger districts.

From 1991 through 1996, various workgroups were established by DOE to involve stakeholder representatives in addressing the shortage of master's-level speech and language pathologists in Florida's school districts. Technical assistance documents clarifying program eligibility criteria and models for provision of services were developed. Training designed to support alternative models of provision of services was provided to districts. A recommendation was given to establish certification coverage for a limited scope of practice for bachelor's-level professionals. In 1996, a draft rule to establish a bachelor's level certification coverage for speech and language impairments was submitted to the State Board of Education for approval. The Florida Association of Speech and Language Pathologists and Audiologists filed a formal legal challenge to the proposed rule, and the rule was withdrawn from the State Board of Education agenda.

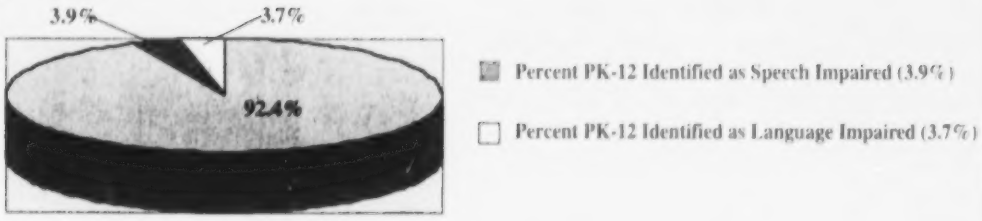
The DOE continued to negotiate with concerned parties to establish acceptable practices that would address personnel needs in speech and language services. A DOE-sponsored workgroup continued to devise strategies to address the need. DOE convened meetings with representatives from FLASHA and the DOH's Board of Speech and Language Pathology and Audiology to address concerns related to the proposed rules. In 1998, DOE once again placed the proposed rules on the State Board of Education agenda. Due to continuing concerns about the content of the rules as well as the authority of DOE to promulgate such rules, the proposed rules were again withdrawn from the State Board of Education agenda in October 1998.

DOE continued to work with stakeholders to implement strategies identified by the various workgroups. Districts have continued to utilize the 2-year/5-year provision to allow bachelor's level graduates time to complete a master's degree. Additionally, school districts and DOE staff have worked with university preparation programs to make the speech and language pathology programs more accessible to individuals interested in providing services in school districts. Several successful models have emerged, including satellite programs, distance learning programs, and partnerships between school districts and universities to offer courses and practicum supervision.

As described earlier, the 2000 Florida Legislature enacted legislation requiring the Commissioner of Education to appoint a Task Force to recommend rules to the State Board of Education addressing the speech and language service needs in these sparsely populated districts.

Current Status

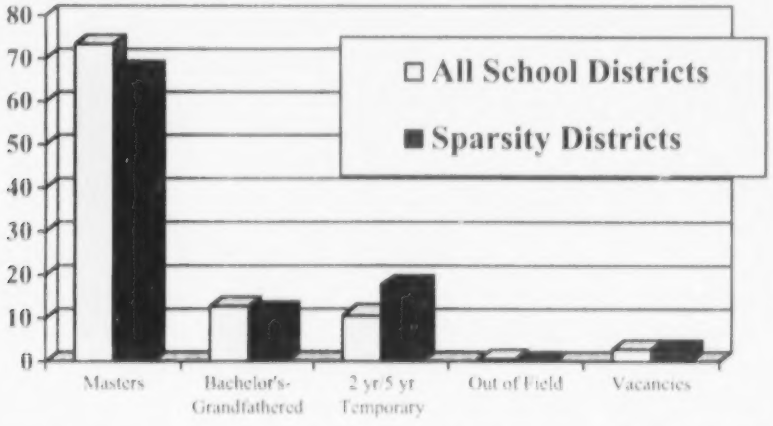
Student Data



Based on DOE Exceptional Student Membership Survey (October 2000)

Of the total school population, 2,434,403 students (grades prekindergarten through 12), 94,575 or 3.9% of the students have been identified as speech impaired. This includes students with speech impairment (articulation, voice, or fluency disorders) as the primary disability and students with speech as a secondary disability to another exceptionality. Of the total school population (grades prekindergarten through 12), 90,153 or 3.7% of the students have been identified as language impaired (receptive, expressive, or written language disorders) as the primary disability or as a secondary disability to another exceptionality.

Professional Data



Based on data collected from a speech and language certification survey submitted by district-level speech and language coordinators (October, 2000)

	All School Districts	Sparsity Districts
Master's	1962.7 (73%)	126.7 (67%)
Bachelor's Grandfathered	345.4 (13%)	22.4 (12%)
2yr/5yr Temporary	305.0 (11%)	34.0 (18%)
Out of Field	3.0 (<1%)	0.0 (0%)
Current Vacancies	74.5 (3%)	7.0 (3%)
Total Speech/Language Pathologists	2690.6	190.1

Based on DOE Personnel Data Survey from December 1999, 2,450 speech and language personnel are employed by the public school districts. This number includes personnel with professional service certificates issued by DOE (master's and grandfathered bachelor's level personnel certified prior to 1989) and 2-year/5-year provisional certificates. Note that this is a combined total; school districts report the number of teachers of speech separately from teachers of language impaired. Ninety-seven percent of the total speech and language positions were held by in-field personnel.

Many speech and language pathologists with certification from DOE concurrently hold licensure from the Department of Health. School districts have the option of employing speech and language pathologists with licensure or certification. Data are not routinely collected statewide to reflect the number of licensed personnel employed by school districts in Florida.

University Training Program Data

There are currently four universities in the State University System that offer speech and language training programs at the bachelor's level: Florida State University, University of Florida, University of Central Florida, and University of South Florida. Three of the programs have unrestricted access. Each of these programs has an average student enrollment of between 100 and 400.

There are currently five speech and language pathology master's-level training programs in the State University System: Florida State University, University of Florida, University of Central Florida, University of South Florida, and Florida International University. The minimum entrance requirements for the master's-level program include a 3.0 grade point average at the bachelor's degree level and/or a score of 1000 on the Graduate Record Examination, letters of recommendation, and a letter of student intent. Program access at the master's-level ranges from 25 to 70 slots yearly across these university programs. The average yearly number of master's-level graduates from these programs is 10 to 50 students. Additionally, a master's-level training program exists at Nova Southeastern University, with 100-120 slots yearly. Universities report that stringent student/professor ratio requirements for practicum supervision and clinical training hours necessitate restricted access at the master's and doctoral levels. These requirements are set for accreditation by the American Speech-Language-Hearing Association and are not negotiable.

Three universities have established partnership programs utilizing satellite locations, distance learning, and/or partnerships with other universities and school districts. These universities are: Florida State University, the University of Florida in partnership with the University of North Florida, and the University of Central Florida. Nova Southeastern University has established distance learning programs in Bonita Springs, Lake Placid, Daytona Beach, and Tampa. These programs have the same entrance criteria as traditional master's-level programs. They are specifically designed to provide access to master's-level programs for bachelor's-level speech and language personnel employed by school districts. The range of student slots available in these programs is from 12 to no set number.

Task Force Activities

The Commissioner's Task Force on Speech and Language Services conducted three meetings and one conference call. Task Force members provided feedback to DOE staff and maintained contact with their constituent groups between meetings to assure that progress toward the Commissioner's charge was made. Minutes from the meetings and conference call are included in Appendix D.

The initial charge for the Task Force was to draft language for proposed personnel rules for speech and language services to school districts that qualify for the sparsity supplement. The first full meeting, the conference call, and part of the second meeting were dedicated to this task. Task Force members gathered feedback from constituents throughout this process. Upon completion of the draft rules, members were asked to contact constituents to determine the level of support for the draft rules from the constituent groups. At the third meeting, all members indicated constituent support for the proposed rules.

The second charge for the Task Force was to make recommendations to the Commissioner regarding university program access, recruitment and retention, supply and demand, and any other appropriate issues related to speech and language professionals no later than February 1, 2001. The second and third meetings were dedicated to developing recommendations in these areas. Background information and data regarding each topic were presented to the Task Force. Task Force members utilized a process of idea generation, prioritization, and impact analysis to generate recommendations and suggested strategies in each area. A record of information generated in the process is incorporated into the minutes of each meeting. Draft recommendations were developed and reviewed by members. Feedback was provided via phone or fax. The final recommendations are included in the next section of this report.

Task Force Recommendations

Rule Recommendations

The adoption of two State Board of Education rules is recommended to allow bachelor's-level speech and language personnel to provide services to school districts that qualify for the sparsity supplement, with a limited scope of practice under the direction of a master's-level speech and language pathologist. Proposed Rule 6A-4.01761, FAC, *Specialization Requirements for Certification in the Area of Speech-Language Impaired/Associate – Academic Class*, establishes the certification coverage for the bachelor's-level practitioner. Amendments to Rule 6A-6.03012, FAC, *Special Programs for Students Who Are Speech and Language Impaired*, provide the regulatory language to describe the scope of practice for the bachelor's-level practitioner under the direction of the master's-level speech and language pathologist. The complete text of the proposed new rule and rule amendments is provided below.

Proposed New Rule 6A-4.01761, FAC, *Specialization Requirements for Certification in the Area of Speech-Language Impaired/Associate - Academic Class.*

A bachelor's degree with an undergraduate major in speech-language pathology or speech-language impaired. This coverage is limited to a period of three (3) years for the provision of services in school districts that qualify for the sparsity supplement as described in Section 236.081(6), Florida Statutes. This coverage shall be identified on the certificate when requested by an eligible school district. This certification shall be effective from July 1, 2001 through June 30, 2004. This rule shall be reviewed by the State Board of Education by October 1, 2003.

Proposed Amendment to Rule 6A-6.03012, FAC, *Special Programs for Students Who Are Speech and Language Impaired.*

(6) Instructional Program.
(a) The instructional program shall be based on the students' individual educational plan or family support plan.
(b) Speech-language services shall be provided by a speech-language pathologist, pursuant to Rule 6A-4.0176, FAC., a licensed speech-language pathologist, pursuant to Section 468.1185, Florida Statutes, or a speech-language associate, pursuant to Rule 6A-4.01761, FAC.

1. Speech-language services provided by an associate, as specified in Rule 6A-4.01761, FAC., must be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher. Services under this subsection can be provided for a period of no more than three (3) years as described in Section 240.529(10), Florida Statutes, in districts that qualify for the sparsity supplement as described in Section 236.081(6), Florida Statutes.

2. Districts shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, FAC. The components of the plan must include a description of:

a. The model specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction;

b. The rationale for using this model;

c. The manner in which the associate will demonstrate competency;

d. The process for monitoring the quality of services; and

e. The measurement of student progress.

This plan must also describe the process for changing the intensity of direction for the associate based upon the associate's demonstrated competencies and their students' needs and progress.
(c) This rule shall be reviewed by the State Board of Education by October 1, 2003.

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Other Recommendations

The following are recommendations and strategies for alleviating the shortage of speech and language personnel employed by school districts that qualify for the sparsity supplement.

Recruitment and Retention

Improve salaries and incentives for speech and language pathologists.

Strategies

- Provide supplemental pay incentives.
- Continue legislative allocations for retention and recruitment for speech and language pathologists.
- Develop a retention bonus for years of service in a sparsity district (for example, five and/or ten years of service).
- Support a career ladder to allow continued service with salary increases.
- Support speech and language pathologists' participation in the National Board Teacher Certification (NBTC) program.
- Provide transportation or travel reimbursement for itinerant speech and language pathologists.
- Support incentives such as payment of relocation expenses and interview expenses.
- Provide childcare for speech and language pathologists.
- Use business partnerships to provide special recognition to speech and language pathologists.

Improve employment and working conditions to attract and retain speech and language pathologists in public school settings.

Strategies

- Establish guidelines for caseloads.
- Eliminate nonessential paperwork and record keeping.
- Provide technology such as laptop computers for record keeping.
- Provide office and therapy space for both school-based and itinerant pathologists.
- Demonstrate professional respect and appreciation for the contribution of pathologists in the educational setting.

Provide speech and language pathologists with support to encourage effective and efficient work.

Strategies

- Provide well-qualified mentors to assist with problem-solving and professional growth.
- Provide paraprofessionals to assist with routine activities.
- Provide regularly scheduled time for professional sharing and development.

Reimburse educational costs for speech and language pathologists.

Strategies

- Provide a portion of loan forgiveness for every year worked in the district.
- Provide payment or stipends for university courses.
- Provide vouchers for university courses.
- Pay for six semester hours of coursework required for renewal of DOE certification.
- Provide continuing education opportunities, including professional leave, registration fees, and travel reimbursement.

Collaborate with professional organizations to recruit speech and language personnel.

Strategies

- Recruit at FLASHA annual conference.
- Highlight benefits of working in sparsity districts and announce vacancies at FLASHA conferences, in the FLASHA newsletter, and through the FLASHA e-mail alert.
- Use consortium representatives to recruit for all districts in the consortium at national and state conferences.
- Participate in nationwide on-line job advertisements.
- Announce job openings to all Florida universities.

Provide a forum for sharing recruitment and retention strategies between districts.

University Program Access

Facilitate continued and expanded options for access to speech and language pathology preparation programs.

Strategies

- Design innovative approaches to meet clinical training component of speech and language pathology master's programs such as partnerships with education consortia, districts, and universities.
- Allocate resources and provide support to collaborative university/school district programs designed to provide bachelor's-level personnel employed by school districts with access to programs, including master's degree programs designed for bachelor's-level personnel working full time in school districts and designated slots in master's degree programs for sparsity districts.
- Provide incentives for university and faculty participation in collaborative programs such as overtime pay, staff positions to meet supervision requirements, materials and equipment allocations, and expanded summer programs.
- Utilize technology to make programs available in sparsity supplement districts (e.g., distance learning, web-based units, and individual compressed video units).
- Share technology-based practices across Florida's preparation programs.

Supply and Demand

Design a data collection system that allows tracking and projection of future personnel needs for speech and language pathology services in schools.

Strategies

- Standardize data collection procedures across personnel departments in school districts.
- Utilize a variety of data collection strategies and sources.
- Monitor utilization of speech and language pathologists by other systems such as health care and early childhood programs.

Investigate the impact of program policies on supply and demand for speech and language pathology services in schools.

Strategies

- Provide clarification and possible revision to speech and language impairment eligibility criteria.
- Analyze the interaction between caseload and service delivery models and the supply and demand of speech and language pathology personnel.

Develop strategies to address supply and demand issues that are unique to sparsity supplement districts.

Strategies

- Support implementation of recommendations regarding recruitment and retention and access to university programs for personnel in sparsity supplement districts.
- Supplement costs of time demands unique to sparsity supplement districts (e.g., travel time from school to school, planning and evaluation demands of multiple schools that often disrupt service delivery time).
- Provide salary incentives to work in sparsity districts.

Conclusion

The Commissioner's Task Force on Speech and Language Services has successfully negotiated proposed State Board of Education rules for provision of speech and language services in districts that qualify for the sparsity supplement. Additionally, the Task Force has developed recommendations and suggested strategies that are likely to address many of the issues related to maintaining an adequate supply of personnel to provide services in these districts. The work of this Task Force represents the culmination of ten years of problem-solving efforts between school districts, professional associations, state agencies, and Florida legislators to resolve these workforce issues.

Appendices

Appendices

Appendix A

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Appendix C

Current Florida State Board of Education Rules and Statutes:
Rules 6A-4.0176, FAC; 6A-6.03012, FAC;
and Section 231.17(2)(d), Florida Statutes. 33

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Appendix A

List of Districts Eligible for the Sparsity Supplement
(2000-2001)

The following 36 Florida school districts qualify for the sparsity supplement based on Florida Education Finance Program (FEFP) for the 2000-2001 school year:

Baker
Bradford
Calhoun
Charlotte
Citrus
Columbia
DeSoto
Dixie
Franklin
Gadsden
Gilchrist
Glades
Gulf
Hamilton
Hardee
Hendry
Hernando
Highlands
Holmes
Indian River
Jackson
Jefferson
Levy
Lafayette
Liberty
Madison
Nassau
Okeechobee
Putnam
Sumter
Suwanee
Taylor
Union
Wakulla
Walton
Washington

Appendix B

Appointment Correspondence
and
Task Force Membership List

FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399-0400

Tom Gallagher
Commissioner

May 1, 2000

MEMORANDUM

TO: Chris Doolin
Amy Young
Other Interested Parties

FROM: Tom Gallagher

SUBJECT: **Speech-Language Certification Issue in CS/CS for HB 63; SB 2432**

In an effort to resolve the long-standing question as to the lack of speech-language professionals, especially in rural areas, the Commissioner's Task Force on Speech-Language Services will be appointed by June 1, 2000. The Task Force will be composed of representatives from:

- The Small School District Council Consortium
- The Florida School Boards Association
- The Florida Association of District School Superintendents
- The Florida Association of Speech-Language Pathologists and Audiologists
- The Florida Department of Health
- The Florida Department of Education

The Task Force will develop recommendations for State Board of Education rules, university program access, recruitment and retention, supply and demand, and other appropriate issues. Recommendations for areas that are under the Commissioner's purview may be provided to him at any time during the Task Force's deliberations; the final report will be issued not later than February 1, 2001.

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FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399-0400

Tom Gallagher
Commissioner

May 2, 2000

MEMORANDUM

TO: Chris Doolin
Amy Young
Other Interested Parties

FROM: Tom Gallagher

SUBJECT: **Timeframe for Task Force Recommendations Regarding Speech-Language Rule (CS/CS HB63; SB2432)**

This is to indicate my intention to request the Commissioner's Task Force on Speech-Language Services to issue recommendations regarding State Board of Education rules for speech-language services at their earliest deliberation. This will enable the rules to be presented to the State Board of Education as soon as possible and provide sufficient time for the Task Force to concentrate on university program access, recruitment and retention, supply and demand, and other appropriate issues as part of their final report due February 1, 2001.

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FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399-0400

Tom Gallagher
Commissioner

July 5, 2000

Dear

In an effort to resolve the long-standing question as to the lack of speech-language professionals, especially in rural areas, the Commissioner's Task Force on Speech-Language Services has been established. It is my pleasure to appoint you as a member of the Task Force at the recommendation of _____. The Task Force will develop recommendations for State Board of Education rules as soon as possible. The Task Force will provide recommendations regarding university program access, recruitment and retention, supply and demand, and other appropriate issues related to speech-language professionals to the Commissioner no later than February 1, 2001.

Dr. Debby Houston from the Bureau of Instructional Support and Community Services will contact you soon with additional information about the meetings and work of the Task Force. If you need additional information prior to that time, you may wish to contact her by telephone at (850) 488-1106 or by electronic mail at houstod@mail.doe.state.fl.us.

You are to be commended for your willingness to serve on the Task Force. The forthcoming recommendations will provide invaluable assistance to the Department in resolving this issue.

Sincerely,

Tom Gallagher

TG:dhh

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Tom Gallagher
Commissioner

Florida Department of Education

Shan Goff, Chief
Bureau of Instructional
Support and Community Services

July 21, 2000

Dear _____

Thank you for agreeing to serve on the Commissioner's Task Force on Speech and Language Services. The Commissioner of Education has established this Task Force for the purpose of developing recommendations for State Board of Education rules, university program access, recruitment and retention, supply and demand, and other appropriate issues. It is anticipated that recommendations regarding State Board of Education rules for speech-language services will be forthcoming as soon as possible. The Task Force's final report with recommendations regarding other issues is due to the Commissioner by February 1, 2001.

The first meeting of this Task Force will be held on August 15, 2000, from 8:30 A.M. to 4:30 P.M., in Room 1704 of the Turlington Building in Tallahassee, Florida. Your travel and per diem expenses will be reimbursed at the state rate through the Bureau of Instructional Support and Community Services. In order to be reimbursed for airline tickets, please use the state carrier, USAir, if possible. Rooms are being held at the Doubletree Hotel at the rate of $79. You may make reservations by calling (850) 224-5000, before August 4th. The hotel offers a shuttle to and from the airport. For persons living less than 55 miles from the meeting site, costs for overnight accommodations cannot be reimbursed.

In order to prepare for this meeting, I have included a packet of background information that will assist you in the work of the Task Force. The first meeting is designed to clarify all background information, set up a workplan for the group, and develop proposed rules. Your attendance at this meeting is critical and we look forward to your expertise as we move forward with these issues.

I look forward to working with you on this Task Force. If you have questions, please call me at (850) 488-1106, Suncom 278-1106.

Sincerely,

Dr. Debby Houston, Administrator
ESE Program Development and Services

DH/lch

Enclosures

Commissioner's Task Force on Speech Language Certification
Membership Roster

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Appendix C

Current Florida State Board of Education
Rules and Statutes:
Rules 6A-4.0176, FAC; 6A-6.03012, FAC; and Section 231.17(2)(d), Florida Statutes

Current Rule

6A-4.0176 ***Specialization Requirements for Certification in the Area of Speech-Language Impaired (Grades K-12)--Academic Class.***

(1) Completion of the following education courses to satisfy the courses required in paragraph (2)(a) of Rule 6A-4.006, FAC.

(a) Three (3) semester hours in survey of exceptional student education, and

(b) Three (3) semester hours in school organization or general curriculum which includes the elementary and secondary instructional levels.

(2) Completion of specialization requirements by one of the following plans:

(a) Plan One. A master's or higher degree with a graduate major in speech-language pathology,

(b) Plan Two. A valid license in speech-language pathology issued pursuant to Chapter 468, Part I, Florida Statutes. Appropriate documentation to the Department shall be a letter of verification of licensure from the issuing agency,

(c) Plan Three. A valid certificate of clinical competence issued by the American Speech-Language Hearing Association. Appropriate documentation to the Department shall be a letter of verification from the issuing agency, or

(d) Plan Four. A master's or higher degree with a minimum of sixty (60) semester hours of college credit in speech-language pathology, and three hundred (300) clock hours of supervised clinical practice to include one hundred fifty (150) clock hours at the graduate level. The supervised clinical practice shall include each of the following areas: evaluation of speech and language problems; management of language disorders in children; management of disorders of articulation, fluency, and voice; and assessment and management of auditory disorders. Appropriate documentation to the Department shall be a letter of verification from a designated official of the training institution. Thirty (30) semester hours of the minimum required college credit in speech-language pathology shall be graduate credit and shall include the following:

1. Three (3) semester hours of graduate credit in each of the following:

a. Evaluation of speech, language, and hearing disorders;

b. Management of articulation disorders;

c. Management of fluency disorders;

d. Management of voice disorders; and

e. Management of auditory disorders; and

2. Six (6) semester hours of graduate credit in management of language disorders of children.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 10-3-91.

Current Rule

6A-6.03012 ***Special Programs for Students Who Are Speech and Language Impaired.***

(1) Definition. Speech and language impairments are defined as disorders of language, articulation, fluency, or voice which interfere with communication, preacademic or academic learning, vocational training, or social adjustment.

(a) An impairment in the language system is abnormal processing or production of:

1. Form including phonology, syntax, and morphology,

2. Content including semantics, or

3. Function including pragmatics.

(b) An impairment in articulation is substitutions, distortions, or omissions of speech sounds which are of a nonmaturational nature.

(c) An impairment in fluency is abnormal flow of speech which impairs rate and rhythm and may be accompanied by struggle behavior.

(d) An impairment in voice is absence or abnormal production of voice quality, pitch, loudness, resonance, or duration.

(2) Criteria for eligibility. A student is eligible for special programs in speech and language if the student meets criteria as determined by the procedures in Rules 6A-6.0331 and 6A-6.0341, FAC., and if a disorder exists in one (1) or more of the following:

(a) Language. A language disorder is present when:

1. For students below age five (5), there is a significant language delay based on criteria presented in the test or evaluation manual and at least one (1) of the following is met:

a. There is a significant difference between language performance and other developmental behaviors; or

b. There is a significant difference between receptive and expressive language abilities.

2. For students ages five (5) and above, the language scores on standardized tests are more than one (1) standard deviation below the mean for the student's chronological age and at least one (1) of the following is met:

a. There is a significant difference between language performance and nonverbal performance; or

b. There is a significant difference between receptive and expressive language scores; or

c. Two (2) or more, but not all, components of the language system are moderately or severely impaired on a language severity rating scale.

(b) Articulation. An articulation disorder is present when at least one (1) of the following is met:

1. Based on normative data, the frequency of incorrect sound production and the delay of correct sound production are significant; or

2. The error pattern is characteristic of disordered rather than delayed acquisition; or

3. Articulation is rated as moderately or severely impaired on an articulation severity rating scale.

(c) Fluency. A fluency disorder is present when:

1. Fluency is rated as mildly, moderately, or severely impaired on a fluency severity rating scale, and

2. There are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.

(d) Voice. A voice disorder is present when:

1. Voice is rated as moderately or severely impaired on a voice severity rating scale, and

2. There are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.

(3) Procedures for screening.

(a) All kindergarten students shall be screened for language, articulation, fluency, and voice disorders.

(b) Students being considered for language or speech programs shall be screened for hearing and vision.

(c) Students being considered for exceptional student programs, excluding gifted and homebound or hospitalized who may be screened on a referral basis, shall be screened for language, articulation, fluency and voice disorders prior to staffing for eligibility.

(4) Procedures for student evaluation.

(a) Speech-language pathologists shall be responsible for implementing and conducting diagnostic assessments of language, articulation, fluency, or voice disorders.

(b) A case history shall be included as part of the assessment data when determined appropriate by the speech-language pathologist.

(c) Medical and psychological evaluations shall be requested by the speech-language pathologist when appropriate.

(5) Procedures for determining eligibility and educational assignment.

(a) A speech-language pathologist shall be a member of any eligibility staffing committee reviewing speech and language evaluation data.

(b) A speech-language pathologist shall be involved in the development of the individual educational plans for eligible speech and language impaired students.

(6) Effective date. This rule shall become effective August 1, 1988.

Specific Authority 228.041(18), 229.053(1), 230.23(4)(m) FS. Law Implemented 228.041(18)(19), 229.565(3)(b), 230.23(4)(m), 236.081(1)(c) FS.

History - New 7-1-77, Amended 7-13-83, Formerly 6A-6.3012, Amended 8-1-88.

Current Statute

231.17 ***Official statements of eligibility and certificates granted on application to those meeting prescribed requirements.--***

(6) EXCEPTIONS FOR ISSUANCE OF CERTIFICATES.--

(b) The department shall issue one nonrenewable 2-year temporary certificate and one nonrenewable 5-year professional certificate to a qualified applicant who holds a bachelor's degree in the area of speech-language impairment to allow for completion of a master's degree program in speech-language impairment.

Appendix D

Task Force Meeting Agendas, Minutes, and Meeting Handouts

Florida Department of Education
Tallahassee, Florida

Commissioner's Task Force on Speech/Language Services
August 15, 2000
8:30 a.m. – 4:30 p.m.
1704 Turlington Building

AGENDA

Welcome, Introductions and Housekeeping ---------- Debby Houston

Review Agenda and Meeting Process ---------- Debby Houston

Charge to the Task Force ---------- Commissioner Gallagher

Review of Legislation (CS/CS/HB 63, Section 64) ---------- Group

Current Status ---------- Debby Houston

- Certification Rules
- Avenues for Hiring Personnel
- Data Review

Identification of Issues for Rule Development ---------- Group

Analysis of Rule Issues ---------- Group

Consensus Building on Rule Issues ---------- Group

Proposed Rule Language ---------- Group

Next Steps ---------- Debby Houston

- Follow-up Assignments
- Next Meeting Dates

Florida Department of Education

Commissioner's Task Force on Speech/Language Services

Minutes from
August 15, 2000 meeting

The first Task Force meeting was held on August 15, 2000, from 8:30 a.m. - 3:30 p.m. in room 1704 of the Turlington Building in Tallahassee, FL. All Task Force members were in attendance, which included Dottie Minear, Denise Adams, Shelley Victor, David Miller, Connie Tzovarras, Shan Goff, Patricia Weeks, Gail Curry, Dorothy Bell, and Virginia Walker. Other interested parties in attendance were Chris Doolin, Joy Frank, Ruth Melton, and Irene Savary. Other Department of Education personnel in attendance were Debby Houston, Lezlie Cline, and Audrey Huggins. Commissioner Tom Gallagher issued the charge to the Task Force and Debby Houston facilitated the meeting.

The Commissioner charged the Task Force with the responsibility to propose rules and make recommendations concerning university program access, recruitment and retention, supply and demand, and any other issues related to speech-language services in the schools. CS/CS/ HB 63, Section 64 was reviewed, along with current SBERs that might be impacted (6A-4.0176, 6A-4.006, and 6A-6.03012). Current avenues for hiring speech-language personnel were also discussed.

The Task Force identified the following issues concerning rule development:

- Initial knowledge of bachelor's level person
- Master's is not a requirement for other instructional level personnel
- SLP's role in the school
- Educational link to speech-language services
- Changing speech/language bachelor programs not likely to have an impact in districts for some time
- Current training for master's and bachelor's programs
- Philosophical issue that master's level is better than bachelor's level
- Both licensure and certification allow bachelor's level to practice, difference is level of training and direction
- Master's degree is preferable, but access to master's program is a problem
- Sparsity districts may not have master's level available for supervision
- Difference in practice of SLP for medical and educational setting
- Target scope of practice and demonstration of skills
- Focus on what bachelor's person does in school setting
- For bachelor's degree level, need to acknowledge learning and "end of line" for completion
- Don't limit districts' options so can't be used
- End of 3 year priority status to graduate program
- Collect data on effectiveness
- Critical shortage bonus open to SLPs

- Consider impact on prek services
- Consider beefing up bachelor's program, add 2-year assistant program
- Reducing types of certification for other ESE areas

The Task Force discussed and gave the following suggestions concerning:

Bachelor's level assignments

- Skill development and remediation in areas of fluency, voice, articulation, language
- Initial screenings, without interpretation
- Record keeping
- Preparing therapy and classroom materials
- Reporting changes in student performance to SLP
- Participation in IEP meetings
- Participation in eligibility staffings
- Data collection
- Assist with communication of progress to teachers and parents
- Add other duties as assigned, but with limitations and with supervision

Supervising SLP's responsibilities

- Training, demonstration, instruction, observation and direct supervision
- Verification of competencies
- Continue to fulfill current scope of practice
- Address accountability

Supervision

- Assess the bachelor's level person's ability
- Some level of on-site supervision, observation, feedback, and dialog
- Verification of performance of duties
- Access for help/problem-solving
- Intense support initially, decreased based on skills and training
- Decreased amount of supervision over time
- Direction on how to remediate problems
- Definition of supervision, including direct supervision

DOE and school districts

- Make it appealing
- Offer ATI (four courses offered free) in district, plus four courses at university
- Mechanism for certification, 4th year option after SBE review in 2003
- DOE provide guidelines and suggestions for districts
- Duplicate FDLRS NEFAC, FDLRS Springs modules delivered previously
- Offer Weekends with the Experts
- Consider staffing patterns, when assigning duties to SLP
- Districts submit plan for implementation to be approved by DOE
- Use non-certified persons (SBER 6A-1.0503 and 6A-1.0502)
- Build in data collection to implementation of rules

Possible data collection by the districts

- Number of districts participating (1st through the 3rd year)
- Supervisor ratio and number of hours of supervision
- System for providing direction (method and frequency)
- Caseload types, severity, group size, and frequency of service
- Service delivery models
- Dismissal rate
- Salary schedule, types of benefits, and incentives
- Parent satisfaction
- Severity rating scales
- Mastery of IEP goals
- Measure of bachelor's competency

The Task Force also discussed the following:

- Districts required to submit an implementation plan (SP&P)
- At end of 3rd year, guarantee B.A. a slot in graduate program, work with consortia
- Focus on demonstration of competencies for B.A. rather than hours of observation
- Method of demonstrating outcomes vs. the process
- Responsibility lies with supervising SLP or administration
- 2 year/5 year certificate– can it be switched to 3 year certificate or visa versa
- Call certification -speech/language impaired/bachelor's
- Is this a pilot, what will happen after three years

The Task Force requested the following data from DOE for the next meeting:

- Other states' activities regarding these issues
- Current satellite and other university programs
- Out-of-field funds
- Current recruitment and retention strategies used by districts
- Surplus (number of vacancies in districts, waiting lists)

The Task Force agreed that DOE staff should draft the wording for the proposed rules based upon the day's discussions and send it to all members for review and comment. A conference call would then be scheduled for further discussion. The members gave the dates they would be available to meet in September and October.

Department of Education
Commissioner's Task Force on Speech & Language

Conference Call Agenda
September 5, 2000
2:30 p.m. EST

Welcome, Ground Rules
-introduction of all participating
-ground rules (state name before speaking)

Proposed Rules

- ***Certification Rule 6A-4.01761***

  Summary of comments (received two responses)
  - universities may have different names for the degree such as speech pathology and audiology, communication disorders How specific does it have to be?
  - don't want it in rule B.A. can only be hired for 3 years, if so identify as a pilot program

  Issues to reconcile
  Discussion
  Resolution of issues

- ***Program Rule 6A- 6.03012***

  Summary of comments (received five responses)
  - does committee chooses an option under (d) ?
  - two chose second option
  - one said ESE directors in small districts should decide which option is best
  - two no choice, depends on % filled in for option 1
  - word missing in option 1, every *year* thereafter, how long must supervision go on?
  - like wording in option 1 that specifies all components, including supervision
  - option 2 depends on guidelines districts would be given, who has authority to approve plans
  - omitted *supervision* in option 2, but used *observation*
  - certification vs licensure should be addressed
  - use of therapy vs services, services more inclusive term

  Issues to reconcile
  Discussion
  Resolution of issues

Next Steps

- rule process
- rule workshops October 5 (Tampa, Ft. Lauderdale, Tallahassee)
- next meeting October 11 & 31
- what data needed

Department of Education
Commissioner's Task Force on Speech & Language Issues

Minutes from Conference Call
September 5, 2000

A Task Force conference call was held on September 5, 2000, from 2:30 - 4:00 p.m. The following Task Force members participated: Gita Pitter for Dottie Minear, Denise Adams, Shelley Victor, Shan Goff, Patricia Weeks, Dorothy Bell, and Virginia Walker. Department of Education personnel that participated were Debby Houston, Lezlie Cline, Audrey Huggins, and Karen Wilde.

Proposed Rule 6A-4.01761, Specialization Requirements for Certification in the Area of Speech-Language Impaired/Bachelor's Level – Academic Class, was the first item on the agenda. Written comments were received from three members. The following issues and resolutions were discussed.

- ISSUE: Universities use different names for their speech/language degree programs. The rules will need to include all majors equivalent to speech pathology.
  RESOLUTION: The universities will need to provide the DOE with the titles they use, so they can be included in DOE policies.
- ISSUE: The rule appears to give the message that the master's degree is not the degree of choice.
  RESOLUTION: Suggestions to correct this perception included expanding the rule to state that district should attempt to hire master's level person before hiring a bachelor's level person or include a rationale in the district plan indicating lack of availability of master's level.
- ISSUE: The rule indicates a bachelor's level person can provide services for three years. Provision needs to be made to allow for continuation of services if the 2003 State Board of Education review results in continuation of the rules.
  RESOLUTION: Include a recommendation to continue this certification after three years as a step in a S/L career ladder. The amount of time a person can use the certification is ad dressed in the program rule, rather than the certification rule.
- ISSUE: Wording in the rules needs to reflect undergraduate "*major,*" not "*degree.*"
  RESOLUTION: Recommended changes will be incorporated into the draft rules.
- ISSUE: Program issues cannot be included in the certification rule.
  RESOLUTION: Keep a clear delineation between the rule authorizing certification and the program rule that will include implementation procedures.
- ISSUE: Change the language "*services provided in*" to "*certificates issued to.*"
  RESOLUTION: Recommended changes will be incorporated into the draft rules.
- ISSUE: Language is needed to indicate that the certification coverage can only be used in sparsity supplement districts.
  RESOLUTION: Course code directory revisions will be made to indicate that the coverage can only be used in sparsity districts.

The second item on the agenda was the proposed amendments to the Rule 6A-6.03012, FAC, Special Programs for Students Who Are Speech and Language Impaired. Comments were received from five members. Clarification was made that Task Force members were to select one option for section (6) (d). The following issues and resolutions were discussed:

- ISSUE: The rule draft indicates that a certified speech-language pathologist provides supervision. The impact will prohibit the district ability to use licensed speech-language pathologists and has the potential to limit the implementation of the rule.
  RESOLUTION: Staff will check for interpretation of this statutory language.
- ISSUE: The terms "*therapy*" and "*service*" were used interchangeably. Use of the term "*services*" is more inclusive.
  RESOLUTION: Recommended changes will be incorporated into the draft rules.
- ISSUE: The draft omits language from the statute regarding State Board of Education review of the rules by 2003.
  RESOLUTION: Recommended changes will be incorporated into the draft rules.
- ISSUE: A concern about the need to hire master's level personnel if at all possible was raised in the discussion about the first rule. A suggestion was to ask districts to describe the rationale for hiring bachelor's level personnel in their district plan to implement these rules.
  RESOLUTION: Recommended changes will be incorporated into the draft rules.
- ISSUE: Data are needed to demonstrate how the bachelor's level personnel are used, the impact on students and on the critical shortage issue in sparsity districts.
  RESOLUTION: Department staff, in conjunction with the Task Force members, will develop a list of data to be collected.
- ISSUE: Task Force members would like to give input as to what is required in district plans to implement the rules.
  RESOLUTION: Opportunities will be made available for interested Task Force members to have input into the district guidelines.

A discussion of the next steps for the Task Force was the last agenda item. Next steps include:

- The minutes from this conference call and copies of the proposed rules including the suggested changes will be sent to all Task Force members for review. Comments should be sent to Debby or Lezlie by September 29, 2000.

- The rule process was reviewed, including the need to advertise for rule workshops to receive feedback from the public. The Task Force members were asked to participate in those workshops if possible. Locations would probably be Tampa or Orlando, Tallahassee, and Ft. Lauderdale. The dates have not been set.

- The next meetings are scheduled for October 11 and 31 at the DOE Turlington Building in Tallahassee. At the October 11th meeting, the agenda items will include a discussion of the feedback regarding the proposed rule and amendments and recruitment and retention strategies. Specific travel details will be sent to Task Force members at a later date.

Florida Department of Education

Commissioner's Task Force on Speech/Language Services

1724 Turlington Building
Tallahassee, Florida

October 11, 2000
8:30 a.m. – 4:30 p.m.

AGENDA

Welcome and Status Report	Debby Houston
Rule Response	Debby Houston
Recruitment and Retention	
√ Background	Lezlie Cline
√ Issues	Group
√ Potential Solutions	Group
University Program Access *	
√ Background	Lezlie Cline
√ Issues	Group
√ Potential Solutions	Group
Supply and Demand *	
√ Background	Debby Houston
√ Issues	Group
√ Potential Solutions	Group
Other Key Issues	Group
Next Steps	Debby Houston
√ Follow-up Assignments	
√ October 31st Meeting	

***Topics to be discussed as time permits**

Florida Department of Education

Commissioner's Task Force on Speech/Language Services

Minutes from
October 11, 2000

The second Task Force meeting was held on October 11, 2000, from 8:30 a.m. - 3:30 p.m. in Room 1724 of the Turlington Building in Tallahassee, Florida. Task Force members in attendance included Denise Adams, Shelley Victor, David Miller, Connie Tzovarras, Shan Goff, Patricia Weeks, Gail Curry, Dorothy Bell, Virginia Walker, and Gita Pitter for Dottie Minear. Department of Education staff present were Audrey Huggins, Debby Houston, and Lezlie Cline. Other interested party in attendance was Joy Frank.

The first item on the agenda was a discussion of the proposed rules.

The following clarification was provided based on an internal review by DOE:

- A sparsity district would request the 3-year certification for a bachelor's level person with an undergraduate major in speech/language pathology. An applicant must apply for a statement of eligibility, awarded the degree, have a background check, be fingerprinted, and be employed before a district can request a certificate to be issued.
- Only the Legislature has the authority to expand the 3-year certification to all districts. The name of the rule needs to clearly distinguish this certification from the other S/L certification rules.
- If, after the 3-year certificate expires, an applicant is enrolled in a master's program, they may apply for a 5-year non-renewable certificate.
- Under current rules, any district may request a 2/5-year temporary certification for a person with a bachelor's degree in speech/language pathology. Applicants requesting the 5-year non-renewable must show proof that they are currently enrolled in the master's degree program before a certificate will be issued. Legislative action is required in order to remove the 2/5-year certification.

Comments from Task Force members regarding the proposed rules were as follows:

- There was a concern that there is a three-year limitation on these rules.
- The university curriculum needs to be changed.
- The trend in the health field is to move toward master's requirement for other areas such as occupational and physical therapy.
- A bachelor's level person is not fully prepared to provide services; however, this would allow for a career ladder.
- Clarification was requested on the use of sparsity districts versus districts that qualify for sparsity supplement.
- The proposed name of this certification is "Speech/Language Associate."
- Superintendents and Exceptional Student Education Directors would ultimately be responsible for implementation.

- It is more cost effective to hire Speech/Language Pathologists (SLPs) versus Associates.
- The use of supervision versus direction was discussed, in that the term supervision is tied to bargaining and salary incentives in school districts. There needs to be an operational definition for direction to include direct supervision, observation, support, and training, in addition to the supervision already offered at the school level. The amount of direction needs to be based on severity and individual student needs. Supervision may vary over the three-year period as the bachelor's level person demonstrates competencies.
- There needs to be a demonstration of competency by the bachelor's level person, in addition to a plan for professional competency.

At the request of David Miller, Joy Frank gave a brief update on the Governor's Task Force in the area of critical teacher shortage.

The next agenda item discussed was recruitment and retention of SLPs. Background information was given on district activities, Critical Teacher Shortage bonuses and reimbursements available for SLPs. The Task Force members then proceeded to look at recruitment strategies for attracting pathologists attention to school jobs, activities currently in place that could be built upon, strategies to encourage pathologists continuing school district employment, and radical ways to approach recruiting and retaining personnel in sparsity districts. The following is a list of ideas that were generated by the Task Force members.

- Working Conditions (3):
  make them feel wanted and appreciated
  demonstrate professional respect
  reduce caseloads
  give them a permanent space
  improve environmental conditions

- Employment Conditions (7):
  provide paraprofessionals
  demonstrate professional respect
  provide a competent mentor
  provide reasonable caseloads
  reduce the amount of paperwork

- Support (5):
  link with a mentor
  provide monthly time to meet as a group
  hire paraprofessional to help with paperwork
  provide with laptop computers

- Employee Benefits (2):
  - offer 25% a year forgiveness for student loans
  - offer voucher to cover university course
  - provide time off
  - provide travel reimbursement
  - pay registration for conferences

- Professional Organizations (2):
  - speech/language pathologists from rural districts present benefits of working in those districts at Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) conferences
  - highlight sparsity districts in FLASHA Forum (professional newsletter)
  - recruit at the FLASHA May Convention
  - announce in FLASHA email alert

- Job Announcements:
  - use consortium members to recruit at out-of-state conferences
  - participate in nationwide on-line job advertisements
  - announce job openings to all Florida universities

- Application Perks (2):
  - pay to relocate
  - basket of goodies and information at interview
  - pay travel and lodging for interview
  - offer stipend to interview
  - find employment for spouse

- Bonus / Salary (8):
  - legislative incentives
  - increase salaries
  - add supplement for each year worked in district
  - career ladder with salary increase
  - good benefits package
  - supplemental pay incentives
  - provide relocation bonus
  - National Board Teacher Certification (NBTC) supplement
  - paid vacation
  - pay light bill

- Educational Reimbursement (7):
  - pay for university course and stipend
  - loan forgiveness; give a portion every year
  - pay for 6 hours for certificate renewal
  - offer a bonus at 5 years and 10 years of service in the district
  - provide continuing education opportunities

- Critical Teacher Shortage (CTS) Reimbursement (2):
  - loan forgiveness
  - information on existing sources of reimbursement
  - properly fund CTS reimbursement with vouchers

- Wooing potential employees:
  - contact from present speech/language employees
  - contact with children in need of or who have benefited from services
  - weekend social event

- Perks:
  - provide daycare for Pre-K children in family
  - if they generate Medicaid dollars, give to SLPs
  - business partners to give appropriate services, gifts
  - special recognition awards

- Personnel:
  - use paraprofessional under direction of therapist
  - design career ladder for paraprofessional to work towards a speech/language degree

- Transportation costs:
  - buy a car to use in district
  - reasonable mileage costs

- Distance Learning:
  - provide curriculum (classes)
  - in extended areas for degree
  - use of DISH Channel (PAEC)
  - utilize Florida Learning Alliance Infrastructure
  - strengthen university/consortium partnerships
  - give laptop and internet service to access distance learning

- State University System:
  - expand curriculum in bachelor's level
  - expand number of master slots

- Strategy Sharing Between Districts:
  - ISRD recruitment effort
  - research from CSPD on retention
  - provide mechanism for districts to share about what works
  - attractive recruitment packet
  - low cost of living, less traffic
  - emphasize family atmosphere
  - highlight benefits of living in a rural district
  - brochures, videos enticing

contrast salary and benefits of schools to other settings
increased funding for materials / technology
use bus to pick up students to interview in districts during spring break
link to state and national websites
pay SLPs to recruit others
recruit high school seniors to get degree in speech/language
support in-service (TV program, Weekend with the Experts, etc.)

Task Force members were then asked to review the ideas and identify the five top areas based on the following areas:

Will people use it?
Is the cost low, medium, or high?
Will it work in practice?
What is the potential for impact?

The numbers in parenthesis beside the names indicates the areas selected.

The next steps discussed were to:

- Contact organizations represented and notify DOE of the level of support or what it would take to support the proposed rules. Notify Debby of support or lack of by the 20th of October.
- Begin promulgation of the rules (publish intent, public hearings, workshops, respond to input, FAW, advertise, Cabinet Aides, SBE).
- Begin to write report to reflect issues the members were concerned about.
- Other areas / issues to address at next meeting are supply and demand, university program access, and NTBC.
- Next meeting will be October 31.

Florida Department of Education

Speech and Language Incidence

1999-2000

Incidence:

Total PK-12 School Population: **2,380,451**

Percentage of PK-12 School Population identified as ***speech impaired***:	**3.90%**
as a primary disability:	2.40%
as a secondary disability:	1.50%
Percentage of PK-12 School Population identified as ***language impaired***:	**3.60%**
as a primary disability:	1.40%
as a secondary disability:	2.20%

Comparison with Other States (1997-98):

Percentage of Speech or Language Impaired Students (Based on Estimated Resident Population):

Florida	California	New York	Texas
2.41%	1.58%	1.32%	1.40%

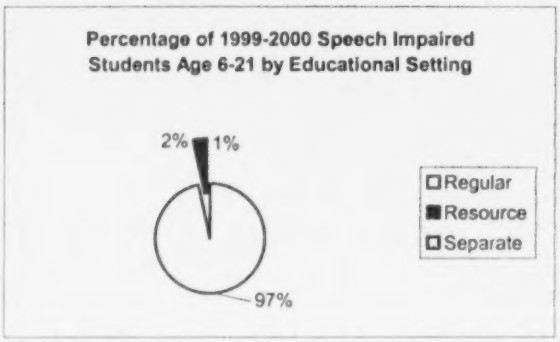
Data Sources: Survey 2, Automated Student Database, October, 1999
Twenty-first Annual Report to Congress, 1999

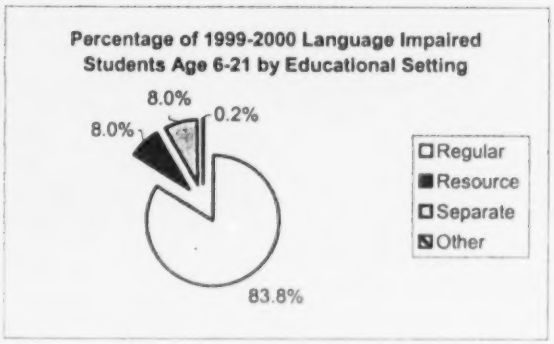
Florida Department of Education

Speech and Language Educational Settings

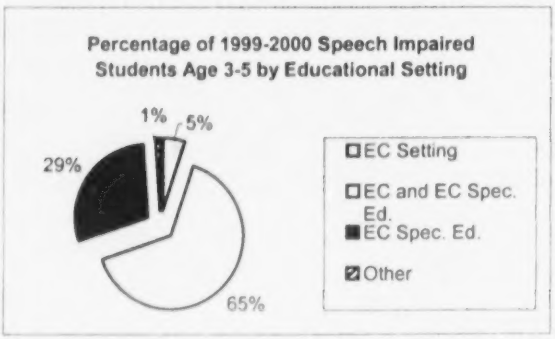
School Year 1999-2000

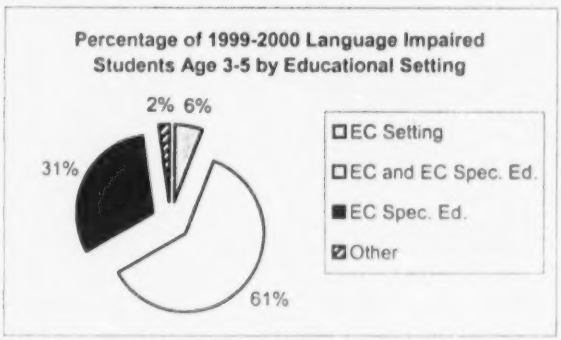
The majority of students identified as speech or language impaired spend 80% or more of their school day in regular education classes (Regular). Eight percent of language impaired students and two percent of speech impaired students spend between 40 and 79 percent of their school day in regular education classes (Resource). One percent of speech impaired students and eight percent of language impaired students spend 40 percent or less of their school day in regular education classes (Separate).





Sixty-five percent of speech impaired children age 3-5 and sixty-one percent of language impaired children age 3-5 were provided services in multiple settings (EC and EC Spec. Ed.). Twenty-nine percent of speech impaired children and 31 percent of language impaired children were provided all services in programs designed primarily for children with disabilities (EC Spec. Ed.). Five and six percent, respectively of speech impaired and language impaired children were provided all services in programs designed primarily for children without disabilities (EC Setting).





Data Source: Survey 9, Automated Student Database, December, 1999

Florida Department of Education

Speech and Language Personnel

2000

Total Speech/Language Teachers/Pathologists:	2450
Percentage In-Field:	97%
Percentage Out-of-Field:	3%

Data Source: Personnel Data, Paper Survey, December, 1999

S/L Certification

	Sparsity Districts (32/37 reporting)		Total Districts (60/67 reporting)	
Master's	127.7		1907	
Bachelor's, grandfathered	22.4		345.4	
2yr/5yr Temporary Certificate	34		306	
Provision for supervision of 2yr/5yr		20		27
Enrolled in Master's		20		189
Direct Hire	178.6		2492.4	
Contract	6.5		93	
Out of Field	0		3	
Current Vacancies	10		74.5	

Source: Survey of Speech/Language Coordinators, September, 2000

University Speech/Language Program Data
(October 2000)

Bachelor's Programs

University	Number of Slots	Number Enrolled	Number Graduates	Minimal Entrance Criteria
Florida Atlantic	0	0	0	No bachelors program
Florida International	0	0	0	No bachelors program
Florida State	65-70	Avg. 110	Graduate spring semester	• 2.8 overall (changes yearly) • letter of goals and interests
University of Florida	Unrestricted access	Avg. 350	Graduate each semester	• 2.8 overall • B or better in 3 prerequisite courses
University of Central Florida	Unrestricted access	Avg. 368	Graduate each semester	• Declare as major
University of South Florida	Unrestricted access	Avg. 350-400	Graduate each semester	• Declare as major

Master's Programs

University	Number of Slots	Number Enrolled	Number Graduate	Minimal Entrance Criteria
Florida Atlantic	25-30 slots yearly	70-75	Average 7-10 graduates each semester	• 3.0 and 1000 GRE • 2 letters of recommendation
Florida International	First year program, # will change over time	29	First class will graduate summer, 2002	• 3.0 or 1000 GRE • 2 letters of recommendation • student letter of intent
Florida State	35 slots yearly	68	Average 20 graduates yearly	• 3.0 or 1000 GRE • 2 letters of recommendation • student letter of intent
University of Florida	25 - 30 slots yearly	53	Graduate each spring	• 3.0 GPA and 1000 GRE • letters of recommendation • student letter of intent
University of Central Florida	50-65 slots per semester (based on graduation rate per semester)	230	Average 30-50 graduates each semester	• 3.0 or 1000 GRE • 3 letters of recommendation • student letter of intent
University of South Florida	70 slots yearly	250	Average 15-40 graduates each semester	• 3.0 and 1000 GRE • 3 letters of recommendation • student letter of intent and resume
University of North Florida	Currently in planning stage for a degree in speech and language, collaborates with UF's consortium program			

Florida Department of Education
Survey of School Speech/Language Personnel
October, 2000

District	S/L Certification				Utilize State Non-Certified"	# Have CCCs	#SLPs Contract	#SLPs Direct Hire	2yr./5yr. Certified		Current Vacancies
	Master's	Bachelor's Grandfather	2yr/5yr Temporary	Out of Field					# Enrolled in Master's	Supervision Provided	
Alachua	24	2	5	0	no	23	none	all	3	yes	7
Baker	3	0	0	0	na	0	1	2	0	na	0
Bay	27	2	3	0	no	14	none	all	3	no	0
Bradford	2	0	2	0	no	2	none	all	2	yes	0
Brevard	97	11	11	0	no	62	none	all	9		0
Broward	170	70	10	0	yes	50	9	270	8	no	9
Calhoun	1	2	0	0	no	0	none	all	0	na	0
Charlotte	10	2	4	0		9	0	all	1	yes	0
Citrus	12	0	4	0		11	none	all	3	yes	1
Clay											
Collier	28	3	11	0	no	18	none	all	6	yes	3
Columbia											
Dade	143	26	34	0	yes	103	none	all	19	yes	5
DeSoto	1	1	1	0	1	1	1	2	0	na	2
Dixie											
Duval											
Escambia	30	9	10	1	no	blank	2.5	56.5	9	yes	3
Flagler	5	1	0	0	no	3	2	6	0	yes	0
Franklin	1	0	0	0	no	1	1	0	0	0	0
Gadsden											
Gilchrist											
Glades	1	0	0	0	no	CFY	none	all	0	na	0
Gulf											
Hamilton	1	1	2	0	no	1	none	all	0	na	0
Hardee	3	0	4	0		3	none	all	3	yes	0
Hendry	2	1	1	0	no	2	none	all	1	no	0
Hernando	8	3	2	0		4	none	all	2	yes	1
Highlands	9	0	3	0	no	8	0	12	3	yes	0
Hillsborough	176	45	9	0	no	136	none	all	9	yes	5
Holmes											
Indian River	19	0	0	0	no	17	none	all	0	na	0
Jackson	6	1	2	0	no	6	none	all	1	yes	0
Jefferson	1.5	0	0	0	no	.5	.5	1	0	na	0

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District	S/L Certification Master's	Bachelor's Grandfather	2yr/5yr Temporary	Out of Field	Utilize State "Non-Certified"	# Have CCCs	#SLPs Contract	#SLPs Direct Hire	2yr./5yr. Certified # Enrolled in Master's	Supervision Provided	Current Vacancies
Lafayette	1	0	0	0	no	0	none	all	0	0	0
Lake	11	11	7	0	no	8	none	all	5	yes	3
Lee	48	8	9	2	no	34	none	all	8	yes	1.5
Leon	50	4	6	0		44	2	58	4	no	0
Levy	5	1	0	0	yes	5	none	all	0	0	0
Liberty	2	0	0	0	no	1	non	all	0	0	0
Madison	3	0	0	0	no	1	1	2	0	0	0
Manatee	50	3	6	0	no	37	2	57	5	yes	3
Marion	38	5	6	0	no	34/ 3 CFY	31	18	3	yes	0
Martin	18	5	1	0	no	12	5	19	1	yes	0
Monroe	5	3	0	0	no	1/ 1 CFY	none	all	0	0	0
Nassau	3	3	2	0	no	2	2	6	1	yes	0
Okaloosa	14	2	4	0	no	6/ 2 CFY	none	20	1	yes	0
Okeechobee	5	1	1	0	no	4	none	7	1	yes	0
Orange	145	0	37	0	no	96	none	all	0	yes	10
Osceola	23	3	11	0	yes	10	none	all	7	yes	3
Palm Beach	260	24	10	0		218	none	all	9	no	0
Pasco	63	7	14	0	no	51	1	83	14	yes	4
Pinellas	168	30	15	0	no	127	none	all	15	yes	4
Polk	38	14	17	0	no	30	2	67	6	yes	2
Putnam	3	3	4	0	no	1	none	all	0	yes	1
St. Johns	13	8	2	0	no	8	none	all	0	yes	0
St. Lucie	28	3	3	0	no	19	4	30	1	yes	2
Santa Rosa	17	4	5	0	no	12	26	0	3	yes	0
Sarasota	39	4	2	0	no	35	none	all	1	yes	0
Seminole	45	11	18	0	no	32	none	all	15	yes	1
Sumter	4	0	0	0	no	1	none	4	0	na	1
Suwannee	4	0	0	0	no	3	none	all	0	0	0
Taylor	2.2	2.4	0	0	no	2.2	none	all	0	na	1
Union	2	0	0	0	no	2	none	all	0	0	0
Volusia	63	5	5	0	no	45	none	all	5	yes	2
Wakulla	5	0	2	0	no		none	all	2	yes	0
Walton	4	1	0	0	no	3/1 CFY	none	all	0	0	0
Washington	3	0	0	0	no	3	none	all	na	na	0
Sparsity Totals*	**126.7**	**22.4**	**34**	**0**	**2/1**	**93.7**	**6.5**	**178.6**	**20**	**11**	7
State Totals	**1962.7**	**345.4**	**305**	**3**	**5/4**	**1361.7**	**93**	**2528.1**	**189**	**34**	**74.5**

*Sparsity Counties

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University Speech/Language Program Data Summary

(October 2000)

Bachelor's Program	Master's Program
Number of Slots • 3 of 4 programs have unrestricted access, average 350-400	**Number of Slots** • 5 of 6 programs accept students yearly, average 25-70
Number Enrolled • 3 of 4 unrestricted access programs, average 350 students • 1 of 4 restricted program, average 117 students	**Number Enrolled** • 4 of 6 programs average under 100 students • 2 of 6 programs average over 200 students
Number Graduate • 3 of 4 programs graduate students each semester • 1 of 4 programs graduate students spring semester only	**Number Graduating** • 4 of 6 programs graduate students each semester (10-50) • 2 of 6 programs graduate students once a year
Minimal Entrance Criteria • declare communication disorders as their major • overall GPA of 2.8 and a grade of B or better in prerequisite courses • letter of goals and interests	**Minimal Entrance Criteria** • 3.0 GPA and/or 1000 GRE • letters of recommendation • student letter of intent

HISTORY OF SPEECH LANGUAGE PATHOLOGY DEGREES GRANTED BY FLORIDA UNIVERSITIES: 1989-90 THROUGH 1998-99

PROGRAM	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99
University of Florida										
Baccalaureate	93	69	78	109	100	128	169	145	133	152
Master's & Advanced	13	16	23	32	25	25	17	25	15	25
Doctorate	5	0	3	3	3	6	7	3	1	1
Florida State University										
Baccalaureate	32	42	69	58	72	54	63	56	70	59
Master's & Advanced	29	21	36	44	48	22	30	33	49	30
Doctorate	0	2	0	1	2	1	0	0	1	0
University of South Florida										
Master's & Advanced	30	36	28	23	36	86	52	60	77	65
University of Central Florida										
Baccalaureate	30	23	49	58	85	160	181	224	223	245
Master's & Advanced	13	22	22	33	28	34	65	69	84	103
SUS TOTALS*										
Baccalaureate	155	134	196	225	257	342	413	425	426	456
Master's & Advanced	85	95	109	132	137	167	164	187	225	223
Doctorate	5	2	3	4	5	7	7	3	2	1

* In addition to the degrees listed above, some degrees were granted within a Special Education track at Florida Atlantic University.

University/Consortium Program Data

University	Number of Slots	Number Enrolled	Number Graduate	Minimal Entrance Criteria	Districts Participating	Location of Coursework
Florida Atlantic	0	0	Attempted program with FGC and FIU			
Florida International	0	0	No program			
Florida State	30	24	24 in Summer 2002	· Same as on-campus program · Working full-time in schools	Escambia, Bay, Santa Rosa, Leon (10 semesters)	Separate from on-campus program FSU and UWF
University of Florida University of North Florida provides financial support	12	12	12	· Same as on-campus program · Working full-time in schools	Currently: Hernando, Columbia, Alachua Also within area: Bradford, Nassau, Levy, St Johns (3 years)	Separate from on-campus program Starke
University of Central Florida	No set number	46	Graduate each semester	· Same as on-campus program · Have worked full time 1 yr. in schools · Working full-time in schools	Currently: Lake, Brevard, Citrus, Marion, Orange, Osceola, Seminole, Volusia, Also within area: Sumter, St. Lucie, Indian River	UCF and Brevard campus
University of South Florida	0	0	No program at current time			Sarasota

As of October, 2000, university programs currently available specifically for S/L bachelor's employed by school districts.

Florida Department of Education
Speech/Language Retention Strategies

The retention strategies used by the school districts reporting included:

	42 total districts	21 sparsity districts
· reduced caseloads	6	4
· money for materials	33	18
· inservice training	31	14
· use of paraprofessionals	12	6
· critical shortage bonus	21	14
· stipend	17	8
· pay registration fee for conferences	30	20
· mentoring	11	3
· paid travel to conferences	29	19
· pay for CCCs	6	1

Source of data: Survey of Speech/Language Coordinators, September, 2000

Florida Department of Education
Speech/Language Recruitment Strategies

Various recruitment strategies used by the school districts reporting included:

	42 total districts	21 sparsity districts
· ads	10	5
· job fairs	16	7
· website	18	9
· conventions	12	4
· signing bonuses	6	2
· "home grow"	2	2
· contact universities	3	2
· out of state recruitment	2	0

Source of data: Survey of Speech/Language Coordinators, September, 2000

Florida Department of Education

Commissioner's Task Force on Speech/Language Services

1704 Turlington Building
Tallahassee, Florida

October 31, 2000
8:30 a.m. – 4:30 p.m.

AGENDA

Welcome and Status Report	Debby Houston
University Program Access	
√ Background	Lezlie Cline
√ Issues	Group
√ Potential Solutions	Group
Supply and Demand	
√ Background	Debby Houston
√ Issues	Group
√ Potential Solutions	Group
Other Key Issues	Group
√ National Board Certification	
Next Steps	Debby Houston
√ Rule Development Timelines	
√ Commissioner's Report	
√ Technical Assistance (District Plans, Competency Checklist)	

Florida Department of Education

Commissioner's Task Force on Speech/Language Issues

Minutes from
October 31, 2000

The third Task Force meeting was held on October 31, 2000, from 8:30 a.m. - 3:30 p.m. in Room 1704 of the Turlington Building in Tallahassee, Florida. Task Force members in attendance included Denise Adams, Shelley Victor, David Miller, Connie Tzovarras, Shan Goff, Patricia Weeks, Gail Curry, Dorothy Bell, Virginia Walker, and Dottie Minear. Department of Education staff present were Debby Houston and Lezlie Cline. Other interested party in attendance was Joy Frank.

The first item on the agenda was a discussion of the proposed rules. All Task Force members indicated support for the rules from the organizations they represent.

The next agenda item discussed was access to university programs for persons with bachelor's degrees in speech/language pathology that work in sparsity districts. Background information was provided on current university speech/language master's level programs, consortia programs, and satellite programs. Information was also provided on ASHA requirements that the universities must follow to retain accreditation. The Task Force members proceeded to look at ways to make speech/language master programs for school personnel attractive to universities, non-traditional or alternative ways to access these programs, ways to tap into available resources, and things to keep doing or increase. The following is a list of ideas that were generated by the Task Force members.

Ways to make it attractive to universities:

- Showcase universities that have successful consortium programs (1)
- Provide incentives for faculty participation, such as overtime and staff positions for supervisors (6)
- Legislative interventions (3)
- Better public relations with universities and local school districts
- Districts should check grade point average and GRE scores before hiring a bachelor's level person
- Buy materials, tests, and equipment for universities to use with consortium students (2)

Non-traditional or alternative ways to access programs:

- Design university programs specifically for bachelor's level personnel that are working full-time in the school districts.
- Provide distance learning opportunities through the use of technology, including web-based units with screening for inservice and instruction to students through individual compressed video units (5)
- Provide expanded programs in summer and use district level speech/language pathologists with CCC as summer staff

- Design innovative approaches to meet clinical requirements (3)
- Allow students to demonstrate competencies in lieu of GRE 1000 entrance criteria (1)
- Guarantee a designated number of slots in university speech/language programs for sparsity districts (3)

Ways to tap into available resources:

- Educational consortia or FDLRS hire speech/language pathologist with CCC to provide direction and technical assistance to bachelor's level personnel in consortium area (4)
- Develop partnerships to best utilize district, consortium, and university resources to provide on the job training and mentoring (2)
- Share districts and states "best practices" as they relate to consortia and distance education (4)
- Develop multi-district collaboration, use long range planning
- Share "best practices" between university chairpersons
- Legislature allocate additional dollars to university programs who work with school districts

Things to keep doing or increase:

- Increase the number of slots available for speech/language prospective students (4)
- Increase and continue tuition reimbursement (5)
- Tie successful employment in school district to acceptance in university speech and language programs
- Continue Department of Education statewide training, such as Weekend with the Experts (2)
- Highlight speech/language pathologist in speakers bureau
- Include speech/language pathologist in Florida League of Teachers
- Continue collaborative PDP partnership grants (1)
- Include speech/language pathologists in recruitment and retention bonuses provided by the Legislature (1)

Task Force members were then asked to review the ideas and identify the two top categories. The number of members who selected each category is indicated in parenthesis after the idea. The rankings were based on the questions listed below.

Will people use it?
Is the cost low, medium, or high?
Will it work in practice?
What is the potential for impact?

The next issue discussed was supply and demand for speech/language pathologists in the sparsity districts. Date was shared from both the official DOE survey and an alternate data collection source.

What they know about supply and demand

- It varies by the year

- There are a high number of itinerant positions
- The student population and number of staff needed is increasing

Things that impact supply and demand
- Speech/language eligibility criteria (dismissal)
- Medicaid billing
- Shift in health care services
- Decreased SUS enrollment
- University access
- Graying of profession
- Early intervention and pre-K enrollment

Strategies to address the impact on supply and demand
- Provide technical assistance documents on interpreting eligibility criteria
- Educate ESE Administrators on speech and language criteria
- Investigate the need for a revision of speech and language criteria
- Plan strategically
- Organize speech and language services for best impact
- Utilize effective early intervention strategies for service delivery
- Develop relationship with readiness coalition

What they need to know about supply and demand
- Interaction between caseload and supply and demand
- How to make data clean
- Number of bachelor level graduates going back to home districts
- Number of students needing services (impact of a change in eligibility)
- Guidance on caseload and type of cases for a bachelor's level person

Ways to find out what they need to know
- Ask for input from speech/language pathologists and collect date from same office across school districts
- Develop a better system for collecting data, utilizing good strategies for collecting data
- Gather data from school district exit interview
- Analyze and summarize data to impact policies

Things about supply and demand that are unique to sparsity districts
- Locale impacts candidate pool and job market
- Removed from university or population centers
- Non-competitive salary schedule
- May require commuting
- Staff development is difficult
- Time demands on speech/language pathologists for paperwork and attendance at meetings, in addition to services to students

Ways to address unique situations in sparsity districts

- Provide incentives
- Provide distance education
- Advertise positions
- Recruit locals to go into field
- Target CTS for small districts
- Acknowledge and plan for time demands related to planning and evaluations

The Task Force members then reviewed the draft recommendations for recruitment and retention and the draft outline for the Commissioner's report, with which they all agree. The next steps discussed were:

1. Promulgate the rules (advertise the intent, conduct public hearings, respond to input, advertise in Florida Administrative Weekly, present o Cabinet Aides and State board of Education). Task Force members were requested to participate in the public hearings.
2. Write the Commissioner's report to reflect the Task Force members' issues and strategies.
3. Present the report to the Commissioner for feedback and guidance on the next steps.
4. The Department of Education and other parties (as appropriate) act on the suggested recommendation.

Commissioner's Task Force on Speech/Language Services

Draft Outline of Report

- Purpose
  - Legislation
  - Commissioner's Charge
    - Task Force Membership
    - Sparsity Supplement Districts
- Background
  - History
  - Data
    - Student population
    - Professional data
    - Training program data
  - Task Force Activities
- Recommendations
  - Rule
  - Recruitment and Retention
  - University Program Access
  - Supply and Demand
- Conclusion
- Appendices
  - Task Force Membership List
  - Sparsity Supplement District List
  - Task Force Meeting Agendas and Minutes
  - Commissioner's Memos
  - Meeting Handouts/Data Used

Florida Department of Education
Charlie Crist, Commissioner
ESE 10928. A